

# Final Lesson Plan: The BP oil spill

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LLT 895

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Lesson Title:	<b><i>The BP oil spill in the Gulf</i></b>
Level:	Low Intermediate
Time allotted for lesson:	2 hours
Lesson Description:	The lesson is divided into three parts. The first part will focus on background knowledge and an introduction to the theme. The second part will focus on a listening activity. The third part will focus on speaking and students will take part in discussions. If time allows, the lesson could be extended to include a picture description task.
Population:	Adult L2 speakers of English (15 – 20 Students)

### **Lesson Objectives:**

1. Students will be able to use and understand vocabulary relating to the environment and the oil spill.
2. Students will be able to listen to and understand a news report about the oil spill.
3. Students will be able to orally describe the content of a news report related to the oil spill.
4. Students will be able to ask and answer specific questions addressing the vocabulary relating to the oil spill.

### **Background:**

The power point presentation (1) will include some background information about the Gulf, Katrina, BP and disastrous effects of the oil spill on wildlife.

### **Materials:**

Power point presentation (1)

Vocabulary prediction work sheet (2)

You tube video: News report (3)

<http://www.youtube.com/watch?v=bixaq4lHkuY&feature=channel>

While listening work sheet (4)

Discussion questions A (5)

Discussion questions B (6)

Speaking activity (7)

Homework instructions (8)

Extra activity (9) (if time allows)

**Procedure:**

2.1 Start by asking students to:

2.1.1 Write down some vocabulary words of things they recognize

2.1.2 Write down how some of these pictures make them feel

Warm up – Show a picture of Dawn dishwashing liquid (Power point presentation 1). Ask students what we use this for. Do they know of any special uses for this? Then show them how this soap was used to clean oil off the birds in the Gulf. Ask them if they know where the Gulf is? What disaster happened there just recently? Have they heard of Katrina? While students are listening to the back ground information, they have to:

2.2 Show Power point (1) – Show some visuals to illustrate where the Gulf is situated, Katrina etc.

2.3 Give students the pre-listening exercise. This is a vocabulary prediction work sheet. Go through the vocabulary and ask students to predict the meanings. (The vocabulary is from the news clip) If time allows encourage students to make some sentences with the new vocabulary.

2.4 Ask students to watch video clip. Then talk about what they saw. First get them into groups and ask the students to talk about what they saw on the news report. Then have a class discussion.

Talk about the following: (these questions will be on power point 1)

- How did the water look?
- What will be influenced by this spill?
- Why is it considered a disaster?
- Who will pay for the damages?
- Did they hear some of the vocabulary in the news report?
- Would they like to swim in those waters?
- Why do we need oil? Etc.

2.5 Then hand out the while-listening work sheet. Allow students to READ through it first and then watch the clip again. Fill in the blanks on the work sheet.

- 2.6 Talk about their answers. Go over the exercise and elicit further discussion. If time allows, or if needed, listen to the video clip again so that students can check their answers.
- 2.7 Make groups of two students. Hand out Discussion Questions A (5) to one and Discussion Questions B (6) to the other students. They cannot look at their partner's questions. They ask each other the questions, answer and discuss. Teacher walks around to help with any problems.
- 2.8 Teacher can elicit some of the answers from the students. Students report back to teacher about some of their partner's answers.
- Also show power point slide (1) of vocabulary explanations (some difficult words in the questions)
- 2.9 Hand out activity (7). Students rate who they think is responsible for the oil spill. Then they talk about their answers.
- 2.10 If time allows, go over to the extra activity (9). This is a picture description task. Students look at the pictures in pairs and they have to talk about what they think is happening at that moment in those pictures.
- 2.11 Follow up: Hand out Homework instructions (8 ). Talk about their homework.

### **Homework / follow up:**

This is an extension of the lesson to encourage students to read more at home and use the Internet to find some additional information to complete their homework.

### **Sources**

<http://zachary-jones.com/english/2010/05/24/the-bp-oil-spill-questions-and-answers/>

<http://www.youtube.com/watch?v=LvkWioCGh4>

<http://www.youtube.com/watch?v=bixaq4lHkuY&feature=channel>

[http://www.breakingnewsenglish.com/1005/100502-oil\\_spill.html](http://www.breakingnewsenglish.com/1005/100502-oil_spill.html)

[www.google.com/images](http://www.google.com/images)

**Look at the vocabulary and the explanations. Try to guess the meaning of the vocabulary and connect the word with a possible explanation**

- |                                   |  |
|-----------------------------------|--|
| 1. Protective booms (noun phrase) | a) like a thin line  |
| 2. landfall (noun)                | b) preparing for disasters   |
| 3. motor(ed) (verb)               | c) The making of accusations   |
| 4. offshore (adj)                 | d) coming onto land after being over water   |
| 5. ribbons (noun)                 | e) plastic, horizontal poles that float in the water   |
| 6. crude oil (noun phrase)        | f) to drive or be transported  |
| 7. oil slick (noun phrase)        | g) a natural, mineral liquid found beneath the Earth's surface and is used as a source of energy |
| 8. emergency plan (noun phrase)   | h) a person or organization that causes pollution of the environment                             |
| 9. finger- pointing (noun)        | i) out at sea, away from the land  |
| 10. polluters (noun)              | j) a thin film of oil floating on top of water   |

**Read the work sheet first, and then listen to the video again.**

**Fill the words into the blanks while you are listening to the news report for a second time:**

<p>Where the Mississippi empties into the Gulf, this morning workers floated more _____. With an estimated two million gallons of oil now in the water and shifting winds and currents, where and when will it make landfall? "Everybody might logically think it's moving closer, closer and it must be closer, not necessarily." So where is the oil now? To find out we _____ into the Gulf. Ten miles off shore south-east of Louisiana's South Pass, there it suddenly was. _____ of rust colored crude oil one after the other washing towards shore. In one _____ this Portuguese manowar struggled, barely alive.</p>	<p>Emergency plan Motored Finger pointing Polluters Ribbons Landfall Protective booms Spill crude</p>
<p>We parked our boat in the middle of one of the first slicks and yes, in case you're wondering, it really does smell like oil out here. Now watch this. This is a mix of gulf water and light _____, part of a giant spill that's floating now toward the coast. This oily blob now sprawls across 2000 square miles, 1400 square miles smaller than last week as chunks of it break away. And _____ is still not projected for the next three days. When this spill hit no one had a detailed _____ for this area, even after Katrina.</p>	
<p>Kevin Davis couldn't wait. "I'm gonna do what I have to do." Davis rented coastal protection St. Taminay parish couldn't afford. Miles of boom, 10 000\$ a day. "I worry about the _____ and who's gonna pay us at some point down the road." Federal law caps BP's liability at 75 million dollars. Today the company exceeded that, promising a 100 million dollars to cover damages in 4 Gulf states. Not nearly enough for three democratic US senators. They want the cap hiked dramatically to ten billion dollars. "Basically we're saying, hey you know the _____ should pay" Now this is what someone has to pay for, what everyone here is trying to stop. It's light crude floating in gulf water. Now imagine there are millions of gallons of this floating straight to some community, like this one.</p>	

**STUDENT A's QUESTIONS (Do not show these to student B)**

**Remember your partner's answers. You will need to report back to the teacher. You can write some answers or take some notes on this work sheet.**

- a) What did you think when you watched the news report?
- b) What springs to mind when you hear the phrase 'oil spill'?
- c) Have you been following this story?
- d) Who is to blame for the oil spill?
- e) Who do you feel sorry for most?
- f) What do you think the effect of the oil spill had on the fishing industry?
- g) What other things do you think they used to clean the oil off the birds?
- h) Do you think taxpayers will have to pay?
- i) Should president Obama be responsible for the emergency plans of the country?

**STUDENT B's QUESTIONS (Do not show these to student A)**

**Remember your partner's answers. You will need to report back to the teacher. You can write some answers or take some notes on this work sheet.**

- a) Did you like listening to this report?
- b) What damage is all that oil doing?
- c) Do you think offshore drilling should be banned?
- d) Is President Obama doing enough?
- e) What three adjectives describe this story and why?
- f) How long do you think the court case will last?
- g) How should BP or the U.S. government help the families affected by the oil spill?
- h) What questions would you like to ask BP CEO Tony Hayward?
- i) Would you volunteer to help clean the birds or beaches?



### WHO'S RESPONSIBLE?

Rank these according to who's most responsible for the oil spill and share your rankings with your partner. Change partners and share your rankings again.

- BP's CEO
- All of us for using so much oil
- Whoever allowed the oil rig to drill
- The oil rig operations manager
- The makers of the oil rig
- President Obama
- The safety inspectors

Taken from [http://www.breakingnewsenglish.com/1005/100502-oil\\_spill.html](http://www.breakingnewsenglish.com/1005/100502-oil_spill.html)

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## BP oil spill – a disaster!

### **Homework instructions**

1. Search the Internet and find out more about BP CEO Tony Hayward. Share what you discover with your partner(s) in the next lesson.
2. Choose several of the new words you learned today and write 3 questions for an imaginary interview with a BP CEO Tony Hayward or a local fisherman who can no longer fish because of the oil.

Extra activity (9) If time allows

**Look at the following pictures from newspapers. Discuss with your partner what you think is happening in them.**

Picture 1



Picture 2



Picture 3

